

Lesson Plan for Professional Development

Topic: Evaluating a Website Day 1

I. Rationale:

The purpose of our professional development workshop is to educate and inform teachers how to evaluate and utilize the Internet; specifically, evaluating and critiquing websites and the information they contain. The Internet contains a vast body of resources that teachers are often afraid to use due to lack of expertise and practice. Web 2.0 tools open up a whole new world of engagement and critical thinking when used correctly. The latest New York State ELA Common Core Standards emphasize teaching students how to be critical thinkers, and the Internet is a perfect place to look to achieve that goal. As college students we learn to question what we read and to not take everything for face value. While this is extremely beneficial to the college curriculum, we also need to start having students better prepared to question texts and the information that they read earlier than high school and college.

II. Objective(s):

- a. The teachers will successfully learn and use the five criteria provided to them for evaluating a website.
- b. The teachers will evaluate a website based on the five criteria.
- c. The teachers will be able to take the information provided to them to use in their own classrooms.

III. Materials:

- a. Rubric for Teachers and Students
- b. www.martinlutherking.org
- c. <http://zapatopi.net/treeoctopus>
- d. PowerPoint
- e. Laptops
- f. Idea Wheel

IV. Procedure:

a. *Introduction:*

- i. The teachers will be introduced to the Five Evaluative Guidelines.

b. *Explanation of Procedure:*

- i. "We are going to use the Five Evaluative Guidelines to find information on www.martinlutherking.org. Using the rubric for evaluating websites for teachers in your packet, we are going to navigate through the website together. The rubric has the information necessary to successfully evaluate a website for appropriate content."

c. *Guided Practice:*

- i. "Together we are going to evaluate the website. Let's start by looking for the author or an organization of the website. (Give the teachers enough time to look for the information on their own.) Now, let's try to figure out the purpose of the website. Is this an appropriate for a lesson on Martin Luther King Jr. based on the information that you have gathered thus far? (The teachers do not believe that it is appropriate, based on the organization running the website, and the promotion of MLK having plagiarized all of his speeches.) Do we need to keep searching for more information to determine whether or not this website is appropriate and legitimate? (The teachers agree that they would not use this website in their classroom.)"
- ii. The teachers will determine that the website is not appropriate based on the information they have observed such as the organization running the website is Stormfront - a community of White Nationalists. They also observed that the group running the website is trying to persuade the reader into thinking the MLK was a plagiarizer and a cheater.

d. *Independent Work:*

- i. "Your mission now is to find an appropriate website to use with your students on Martin Luther King Jr. While the last website may have looked legitimate based on the URL (www.martinlutherking.org) we have actually determined that it was not legitimate. Use the rubric along with the five criteria to find a new website. We will come back together to share

websites that were found and share why you have found that they website is in fact an appropriate website to use with your students."

- ii. "We will walk around and assist as needed. If you have any questions please do not hesitate to ask - we are here to help you become better critical thinkers and critical readers in order to help your students be the same!"

e. *Closure:*

- i. "Let's come together and share what we have found with each other. Were there any legitimate sites out there? How difficult was it to find a site that you found to be appropriate for your class? This lesson is great for teachers who are teaching their students to read critically and to teach students to not take information for face value - they need to delve into topics and webpages to find out enough information before simply using the website."
- ii. "Are there any questions or comments? See you tomorrow!"

Lesson Plan for Professional Development

Topic: Evaluating a Website Day 2

I. Objective(s):

- a. The teachers will successfully evaluate a website based on the criteria provided to them.

II. Materials:

- a. Rubric for Teachers and Students
- b. www.martinlutherking.org
- c. <http://zapatopi.net/treeoctopus>
- d. PowerPoint
- e. Laptops
- f. Idea Wheel

III. Procedure:

a. *Introduction:*

- i. The teachers will be introduced to the Five Evaluative Guidelines.

b. *Explanation of Procedure:*

- i. "Let's do a quick review of the information that we discussed yesterday. When reviewing websites for their legitimacy and reliability, we need to critically read the site, using the rubric and five criteria. We found that the MLK JR. website was actually unreliable and inappropriate, even though the URL appeared to be exactly what we were looking for."

c. *Guided Practice:*

- i. There is not guided practice today - the teachers are working independently on their own to determine appropriate websites and search topics.

d. *Independent Work:*

- i. "Today you are going to work on your own evaluating a website on the Pacific Northwest Tree Octopus. Use the information you already have to evaluate it."
- ii. "We will walk around again and work with you as you work on this evaluating topic. Please remember to fill in the Idea Wheel with the appropriate topics, you will need these to compare and contrast the information which you find on the Tree Octopus in other websites after completing the Wheel and your investigation of the website <http://zapatopi.net/treeoctopus>."

e. *Closure:*

- i. "Let's come together and share what we have found with each other. What did you find? Is the Tree Octopus a legitimate animal? How did you figure this out? Is this an activity that you can use with your students?"
- ii. "We have included in your packets individual lesson plans based on your grade level. These lesson plans are based on New York State curriculum for each grade. They are designed to help students think critically as they read, and learn how to determine if websites provided to them, and websites they find on their own, are legitimate."

IV. **Reflection:**

Through developing this professional development workshop, we learned that in order to successfully utilize a website in the classroom, both teachers and students need to be aware of the information that they are going to use.

They may be falsely led into believing that the information is true. Students must develop critical reading skills necessary to successfully navigate the web. We developed these lesson plans to assist teachers in educating their students on becoming critical navigators of the web. The lesson plans we developed are designed to allow teachers to gradually release responsibility and allowing students to explore different websites to formulate their own opinions on whether or not the sources that they are using can be trusted and are reliable.

Lesson Plan for Grade 4

Topic: Colonial Albany

I. Objective(s):

- a. The students will successfully evaluate a website based on the criteria given.
- b. The students will successfully create a Glogster depicting Colonial Life in Albany, NY.

II. Materials:

- a. www.glogster.com
- b. www.google.com
- c. <http://www.askkids.com/>
- d. Ticktacktoe Graphic Organizer
- e. Rubric for Students
- f. <http://www.nysm.nysed.gov/albany/gallery.html>
- g. Projector & Laptop
- h. <http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/previous.weml>

III. New York State Common Core ELA Standards:

Reading Standards for Informational Text Grade 4: (Key Ideas and Details)

1. Refer to details and examples in a text when explaining what the text says and explicitly and when drawing inferences from the text
 3. Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- (Integration of Knowledge and Ideas)
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

Writing Standards Grade 4:

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate

with others: demonstrate sufficient command of the keyboarding skills to type a minimum of one page in a single sitting. 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

IV. Procedure:

a. Introduction:

- i. Show students a video on www.BrainPop.com on the Thirteen Colonies.

b. Explanation of Procedure:

- i. "In groups of 2 you will be assigned an aspect of Colonial Life in Albany, New York. Your job will be to research the topic, fill in the Ticktacktoe Organizer, and create a Glogster based off of the information that you acquired from various websites. You will evaluate your websites based on the rubric that I have provided for you. Be sure to fill in each box of the rubric, as well as the space provided for the URL of the website which you are using."

c. Modeling of Strategy:

- i. Using the Epson projector, project the websites on the board for the whole class to view with you. Start by projecting <http://www.nysm.nysed.gov/albany/gallery.html>. Choose from this site a topic to research further. After choosing a topic, and filling in part of the Ticktacktoe Organizer, turn to <http://www.askkids.com/> and then www.google.com to find additional websites to use for information, making sure to evaluate the websites that you find before you use them.
- ii. "As I open up the first website to use, I am going to fill in part of my rubric to evaluate the website. I am looking for the author of the website, as well as information about when the website was created and last edited. I also need to look for the purpose of the website - is it clearly stated that the information is about Colonial Times in Albany? I also am going to make sure that the information that I find I can locate through the use of various other websites. I want to be very careful when I am looking at information in www.google.com we know that a lot of false and inappropriate information is on the web. I trust as fourth graders we are going to be very careful and accurate in what we are typing into our search engines. I would like everyone to start with the

search engine <http://www.askkids.com/> and if you are not finding enough information and have conferenced with me you may expand to www.google.com"

- iii. Continue to research information on one topic of Colonial Life in Albany. Once you have filled in some information on the topic, model for the students how to find an appropriate website to cross-check their information. Fill in your rubric as you progress through, and explain your reasoning/process.
- iv. "After observing me fill in my rubric and graphic organizer, I expect that you will successfully fill in your rubric and graphic organizer in the same manner that I filled in mine. Most importantly, make sure that you are evaluating the websites that you are using - you must be critical thinkers and question everything that you read, especially online, in order to be sure that the information you are using is legitimate (meaning true)."

d. Independent Work:

- i. "Each of you please open your laptops and go to <http://www.nysm.nysed.gov/albany/gallery.html>. This website is your starting point for your research. You will use this site to gather some information on your topic, and begin your web exploration. Don't forget to cross-check your information from site to site to ensure accuracy. Once you have completed this you may hand in your work for evaluation before beginning your Glogster. Please remember that I will also be checking your websites for accuracy using my own rubric similar to the one you used to evaluate."
- ii. As students work, walk around to make sure they are on task and using the appropriate rubric and graphic organizer.

e. Closure:

- i. Students will create Glogsters based on the information that they have researched. Each student will present their Glogster to the class so each student has knowledge on all aspects of Colonial Life in Albany, New York.

V. Reflection:

The goal of this fourth grade lesson is to allow to students to explore and evaluate websites through a structured approach. As teachers we are continuously pushing our students to think critically. Evaluating websites is an

excellent way to scaffold and demonstrate to children that not all that we read is accurate and true. A good reader questions the information they are receiving, both online and off. Students will draw and organize information from various websites to create an online poster, Glogster, of the information that they have acquired on the topic of Colonial Life in Albany, New York. This lesson is extremely student lead. They have the ability to choose an aspect of Colonial Life that interested them and explore internet sites to find information that is accurate and supports their topic. They also want to think deeply on how they chose to convey this information and their findings to audience members. It is imperative as a teacher that you monitor closely what students are looking at on search engines like www.google.com using kid friendly search engines can be just as beneficial and safer <http://www.askkids.com/> . However, it is important that students are able to experience both, especially since they are being asked to evaluate and critique websites.

Lesson Plan for Grade 5

Topic: Westward Expansion

I. Objective(s):

- a. The students will successfully evaluate a website based on the criteria given.
- b. The students will successfully create a Glogster on Westward Expansion

II. Materials:

- a. www.glogster.com
- b. www.google.com
- c. <http://www.askkids.com/>
- d. Ticktacktoe Graphic Organizer
- e. Rubric for Students
- f. Projector & Laptop
- g. <http://ethemes.missouri.edu/themes/939>
- h. <http://www.brainpop.com/socialstudies/ushistory/westwardexpansion/preview.weml>

III. New York State Common Core ELA Standards:

Reading Standards for Informational Text Grade 5: (Key Ideas and Details)

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationship or interactions between individuals, events, ideas, or concepts in a historical text based on specific information in the text (Integration of Knowledge and Ideas)
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards Grade 5:

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate

with others: demonstrate sufficient command of the keyboarding skills to type a minimum of one page in a single sitting.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

IV. Procedure:

a. Introduction:

- i. Ticket in the Door- students will record one question and one fact they know about the social studies topic of Westward Expansion. After students have completed this show them a short brainpop.com clip focusing on the topic of westward expansion
<http://www.brainpop.com/socialstudies/ushistory/westwardexpansion/preview.weml>

b. Explanation of Procedure:

- i. "In groups of 2 you will be assigned a reason for Westward Expansion. Your job will be to research the topic, fill in the Ticktacktoe Organizer, and create a Glogster based off of the information that you acquired from various websites. You will evaluate your websites based on the rubric that I have provided for you. Be sure to fill in each box of the rubric, as well as the space provided for the URL of the website which you are using."

c. Modeling of Strategy:

- i. Using the Epson projector, project the websites on the board for the whole class to view with you.
<http://ethemes.missouri.edu/themes/939>. Choose from this site a link to research further. After choosing a link and explore the webpage begin filling Ticktacktoe Organizer, turn to <http://www.askkids.com/> and then www.google.com to find additional websites to use for information, making sure to evaluate the websites that you find before you use them.
- ii. "As I open up the first website to use, I am going to fill in part of my rubric to evaluate the website. I am looking for the author of the website, as well as information about when the website was created and last edited. I also need to look for the purpose of the website - is it clearly stated that the information is about Westward Expansion in the United States? I also am going to

make sure all the external links lead to websites that support and contain accurate information on Westward Expansion other than the ones located on your starter website. I want to be very careful when I am looking at information in www.google.com we know that a lot of false and inappropriate information is on the web. I trust as fifth graders we are going to be very careful and accurate in what we are typing into our search engines. I would like everyone to start with the search engine <http://www.askkids.com/> and if you are not finding enough information and have conferenced with me you may expand to www.google.com"

- iii. After choosing an external link from <http://ethemes.missouri.edu/themes/939> continue to research information on Westward Expansion using the search engines suggested. Once you have filled in some information on the topic, model for the students how to find an appropriate website to cross-check their information. Fill in your rubric as you progress through, and explain your reasoning/process.
- iv. "After observing me fill in my rubric and graphic organizer, I expect that you will successfully fill in your own rubric and graphic organizer in the same manner that I filled in mine. Most importantly, make sure that you are evaluating the websites that you are using - you must be critical thinkers and question everything that you read, especially online, in order to be sure that the information you are using is legitimate (meaning true)."

d. Independent Work:

- i. "Each of you please open your laptops and go to <http://ethemes.missouri.edu/themes/939> . This website is your starting point for your research. You will use this site to gather some information on your topic, and begin your web exploration. Don't forget to crosscheck your information from site to site to ensure accuracy. Once you have completed this you may hand in your work for evaluation before beginning your Glogster. Please remember that I will also be checking your websites for accuracy using my own rubric similar to the one you used to evaluate."
- ii. As students work, walk around to make sure they are on task and using the appropriate rubric and graphic organizer.

e. Closure:

- i. Students will create Glogsters based on the information that they have researched. The teacher will then create a slide show of all of the students Glogster that will be shown to the class as well as family and friends as a presentation of the various reasons Westward Expansion occurred in the United States.

V. Reflection:

The goal of this fifth grade lesson is to allow to students to explore and evaluate websites through a structured approach. As teachers we are continuously pushing our students to think critically. Evaluating websites is an excellent way to scaffold and demonstrate to children that not all that we read is accurate. Good readers ask questions about the information we are receiving, both online and off. Students will draw and organize information from various websites to create an online poster, Glogster, of the information that they have acquired on the topic of Westward Expansion in the United States. This lesson is extremely student based and lead. The students have the ability to choose a reason for Westward Expansion that interested them and explore internet sites to find information that is accurate and supports their topic. They also want, and need, to deeply think about how they chose to convey this information and their findings to audience members in order to prepare for their presentation. It is imperative as a teacher that you monitor closely what students are looking at on search engines like www.google.com. Using kid friendly search engines can be just as beneficial and safer www.askkids.com. However, it is important that students are able to experience both, especially since they are being asked to evaluate and critique websites.

Lesson Plan for Grade 6

Topic: Skeletal System

I. Objective(s):

- a. The students will successfully evaluate a minimum of two websites based on the criteria given.
- b. Students will create a website or blog on the function and purpose of a particular vertebrae within the Skeletal System

II. Materials:

- a. http://www.abcya.com/skeletal_system.htm
- b. www.google.com
- c. www.askkids.com
- d. Spider Map Graphic Organizer
- e. Rubric for Students
- f. Projector & Laptop
- g. <http://library.thinkquest.org/5777/ske1.htm>

III. New York State Common Core ELA Standards:

Reading Standards for Informational Text Grade 6: (Key Ideas and Details)

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(Integration of Knowledge and Ideas) 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing Standards Grade 6:

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

6. Use a technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

IV. Procedure:

a. Introduction:

- i. As an engaging online activity to begin our session. Students will visit http://www.abcya.com/skeletal_system.htm and practice placing vertebrae on a skeleton.

b. Explanation of Procedure:

- i. "In groups of 3 you will be choose from the <http://library.thinkquest.org/5777/ske1.htm> website a vertebrae you would like to explore further. Your group's job will be to research the topic, fill in the Spider Map graphic organizer as you go. Once that is complete in your groups you will create either a webpage or a blog portraying accurate and important information that you learned about your vertebrae. You will evaluate websites that you find based on the rubric that I have provided for you. Be sure to fill in each box of the rubric, as well as the space provided for the URL of the website which you are using. I will be cross checking your websites to make sure they are meeting our criteria."

c. Modeling of Strategy:

- i. Using the Epson projector, project the websites on the board for the whole class to view with you <http://library.thinkquest.org/5777/ske1.htm>. Choose from this site a vertebrae your group would like to research further. After choosing a link and explore the webpage begin filling out the Spider Map Organizer, turn to www.google.com to find additional websites to use for information, making sure to evaluate the websites that you find before you use them.
- ii. "As I open up the first website to use, I am going to fill in part of my rubric to evaluate the website. I am looking for the author of the website, as well as information about when the website was created and last edited. I also need to look for the purpose of the website - is it clearly stated that the information is about the skeletal system. I also am going to make sure all links support and contain accurate information on the human skeletal system."

- iii. After choosing an vertebrae from <http://library.thinkquest.org/5777/ske1.htm> continue to research information on the human skeletal system. Once you have filled in some information on the topic, model for the students how to find an appropriate website to cross-check their information. Fill in your rubric as you progress through, and explain your reasoning/process.
- iv. "After observing me fill in my rubric and graphic organizer, I expect that you will successfully fill in your own rubric and graphic organizer in the same manner that I filled in mine. Most importantly, make sure that you are evaluating the websites that you are using - you must be critical thinkers and question everything that you read, especially online, in order to be sure that the information you are using is legitimate (meaning true)."

d. Independent Work:

- i. "Each of you please open your laptops and go to <http://library.thinkquest.org/5777/ske1.htm>. This website is your starting point for your research. You will use this site to chose your group vertebrae and gather some information on your topic to begin your web exploration. Don't forget to crosscheck your information from site to site to ensure accuracy. Once you have completed this you may hand in your work for evaluation before beginning your website or blog creation. Please remember that I will also be checking your websites for accuracy using my own rubric similar to the one you used to evaluate. My only criteria for your website or blog is that you discuss your vertebrae and its importance in the skeletal system. What other information and the format you decided to portray that information is up to your groups. Please make sure that you keep this appropriate and at a sixth grade level."
- ii. As students work, walk around to make sure they are on task and using the appropriate rubric and graphic organizer.

e. Closure:

- i. Students will create a blog and or website based on the information that they have researched. The students will then

in groups present on the overhead projector their vertebrae and how it works with in the human skeletal system.

V. Reflection:

The goal of this sixth grade lesson is to allow to students to explore and evaluate websites through a structured approach. As teachers we are continuously pushing our students to think critically. Evaluating websites is an excellent way to scaffold and demonstrate to children that not everything that we read is accurate. Good readers question the information we are receiving, both online and off. Students were posed with the question "What function or purpose does your particular vertebrae serve in the skeletal system?" Their job is to research through various internet sources and websites information on their particular vertebrae. Students will then be expected to organize their information in order to create and publish an online website or blog. Students will need to work collaboratively with one another to visually create and support their claims and findings. This lesson is extremely student oriented and lead. The students will be required to think deeply on how and what information they chose to convey to audience members. It is imperative as a teacher that you monitor closely what students are looking at on search engines like www.google.com using kid friendly search engines can be just as beneficial and safer www.askkids.com. However, it is also important that students are able to experience both, especially since they are being asked to evaluate and critique websites.

Name: _____

Rubric for Evaluating Websites for Teachers

Things to look for:

Check if applicable:

Are the sources of information and factual data listed and available for cross checking?	
Multiple sources were found that support your topic?	
Does the website show authority (who is responsible for the page)?	
Does the website show currency (are dates clear when it was created and edited?)	
What is the focus of the website? (Are there clear headings to illustrate the outline of the content is the navigation within the website clear?)	

*RECORD WEBSITE(S):

Name: _____

Rubric for Evaluating Websites for Students

Things to look for:

Check if applicable:

Locate and record the purpose of the website	
Find multiple sources on one topic to compare and contrast information found	
Does the website show authority (who is responsible for the page)?	
Does the website show currency (are dates clear when it was created and edited?)	
What is the focus of the website? (Do the headings show what the website is about? Is it easy to navigate from pages to pages with in the website itself?)	

***RECORD WEBSITE(S):**